



A Study On The Relationship Between Job Satisfaction, Well-Being And Teacher Effectiveness Among School Teachers In West Bengal.

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Abstract:

In the contemporary educational system, a teacher is not merely a dispenser of knowledge; rather they serve as facilitators, a mentor and a psychologically influential figure. Consequently, a teacher's psychological well-being and job satisfaction directly impact the quality of their instruction. The present study aims to examine the relationship between job satisfaction and subjective well-being among private school teachers in Howrah district, West Bengal. It also investigates differences in job satisfaction and well-being with respect to selected variables such as gender and type of institution (government and private). A quantitative research design was adopted for the study. Samples of 150 teachers were selected using appropriate sampling techniques. Data were collected using standardized tools, namely the Job Satisfaction Scale, Teacher Effectiveness Scale and Well-being Scale were used. The formulated hypotheses were tested using statistical techniques such as t-test and correlation analysis. The findings of the study revealed that there is no significant relationship between overall job satisfaction and subjective well-being. Furthermore, no significant differences were found in job satisfaction and well-being with respect to gender and type of institution. The study concludes that job satisfaction and subjective well-being are complex constructs influenced by multiple factors. The findings suggest the need for improving institutional and psychological support systems to enhance teachers' overall well-being.

Keywords: Psychological Well-being, Teaching Effectiveness, Job Satisfaction, School Teachers

Introduction:

Education is a dynamic process and teachers play a crucial role in shaping the quality of education. Traditionally, teacher education has focused mainly on subject knowledge and pedagogical skills. However, in recent years, there has been a growing recognition of the importance of teacher's psychological well-being.

A teacher who is mentally satisfied and emotionally balanced is more likely to create a positive learning environment. On the other hand, stress, burnout and dissatisfaction can negatively affect teaching effectiveness. Therefore, it is essential to examine how teacher education contributes to psychological well-being and in turn influences teaching effectiveness.

Education plays a crucial role in the socio-economic development of West Bengal. In the context of West Bengal, understanding the psychological and professional conditions of teachers is essential, as these factors significantly affect classroom performance and overall educational quality. Therefore, the present study specifically focuses on school teachers in West Bengal to analyze how job satisfaction and well-being influence teacher effectiveness.

Teacher effectiveness refers to the highest level of efficiency and productivity that a teacher can achieve. Palmer(1998) pointed out that good teaching cannot , reduced to mere techniques. True teaching arises from the teacher's own identity and integrity. If teaching is reduced only to intellect, it becomes cold and abstract. If emotions are removed it turns narcissistic.

Afe(2003) defined teacher effectiveness as a type of teaching that demonstrates intellectual, social and emotional stability along with love for children and positive attitude towards the teaching profession. It also includes the ability to inspire good qualities in students. Rubio (2009) noted that an effective teacher is not just someone with professional skills; they must also have strong personal qualities. A professionally effective teacher needs deep subject knowledge, well planning, clear goals, effective communication, strong classroom management and organizational skills. They should also maintain realistic expectations from students. Beyond these, they must integrate professionalism with care, empathy, fairness, kindness, enthusiasm, passion and motivation in the teaching –learning process.

Teacher effectiveness has mainly been studied in terms of cognitive and non- cognitive personal variables, including job satisfaction and well being, which are closely linked to the workplace and an individual's self-perception. Research has shown a significant positive relationship between job satisfaction and teacher effectiveness among primary school teachers (Muriana et al., 2012). Similar positive correlations have been reported among higher secondary teachers (Kothawade,2014).

Objectives:

1. To study the level of job satisfaction among school teachers
2. To examine the effect of job satisfaction on teacher effectiveness.
3. To study the impact of well being on teacher effectiveness.
4. To find the relationship between job satisfaction, well- being and teacher effectiveness.

Variables of the Study:**Independent Variables:**

- Job Satisfaction
- Well- being

Dependent Variable:

Teacher Effectiveness

Control Variables:

- Type of School (Government /Private)
- Location(Urban /Rural)

Limitation of the Study:

- i. The study is limited to a sample of 150 teachers from Howrah district of West Bengal.
- ii. The use of hypothetical data may limit generalizability.

Hypotheses:

H₁ There is a significant difference in teacher effectiveness between government and private school teachers.

H₂ There is a significant difference in teacher effectiveness between male and female teachers.

H₃ There is a significant difference in teacher effectiveness based on job satisfaction levels.

H₄ There is a significant difference in teacher effectiveness based on well- being.

H₅ There is a significant relationship between job satisfaction, well-being and teacher effectiveness.

Research Methodology:**Research Design:**

The Descriptive Survey method was employed to collect data pertaining to the present study.

Population

The population of the present study comprises all school teachers working in government and private schools in West Bengal. This includes teachers from both urban and rural areas across different districts of the state.

Sampling Frame :

The sampling frame consists of selected schools from various district of West Bengal, including both government and Private institutions. Lists of teachers were obtained from school records and only full-time teachers will be included in the frame.

The sampling frame was structured to ensure representation across:

- Type of School (Government and Private)

- Location (Urban and Rural)
- Gender

Sample Structure: The sample consisted of 150 School Teachers (75 from Government and 75 from private schools).

Category Combination		Number of Teachers	
		Male	Female
Government	Urban	20	15
	Rural	22	18
Private	Urban	16	24
	Rural	18	17

Sampling Technique: Schools are selected through purposive sampling technique and the teachers are selected through random sampling technique.

Area of the Study:

1. The present study was conducted in the Howrah district of West Bengal. A number of government and private schools from both urban and rural areas of the district were selected for data collection.

Tools Used:

1. Job Satisfaction Scale 9 Developed by (Mudgil, Mubar and Bhatia; 2012)
2. Teacher effectiveness scale – Develop by (Puri and Gakhar; 2011)
3. Well Being scale develop (Preedasak and Gupta; 1997)

Statistical Techniques Used:

Mean, SD were calculated and the “T” test was employed and Product moment Coefficient of correlation techniques were used to analysis the data.

Analysis and interpretation of Data:

Table -1 Descriptive Statistic of Teacher Effectiveness

Group	N	Mean	SD
Govt Urban	35	220	45
Govt Rural	40	210	48
Private Urban	40	230	42
Private Rural	35	215	46
Total	150	218.83	45.25

Table- 2 Teacher Effectiveness Score between government and private school teachers.

Group	No of Teachers	Mean	SD	“t” Value	Level of Significance
Government	75	215	47	2.45	S
Private	75	223	44		

t =2.45(p <0.05)

The calculated t value (2.45) which greater than the tabulated value 1.98 at 0.05 level of significance with df= 148.Thus implied that the hypothesis is significant at 0.05 level, indicating a significant difference in teacher effectiveness between government and private school teachers. Private school teachers exhibit higher effectiveness. The hypothesis is accepted .Thus implied that there is significant difference in teacher effectiveness between government and private school teachers.

Table- 3 Teacher Effectiveness score between male and female teachers.

Gender	No of Teachers	Mean	SD	“t” value	Level of Significance
Male	76	218	46	0.42	NS
Female	74	221	44		

t = 0.42 (Not Significant)

The calculated t value (0.42) which is less than the tabulated value 1.98 at 0.05 level of significance with df= 148 .So the hypothesis is not significant, indicating no significant difference in teacher effectiveness between male and female teachers. The hypothesis is rejected.

Table -3 Job Satisfaction vs. Effectiveness

Level	N	Mean	SD
High	50	225	45
Average	50	200	50
Low	50	175	48

Trend: High > Average > Low (Mean Comparison)

The mean Score indicate that teachers with high job satisfaction (Mean =225) have higher effectiveness compared to those with average (Mean=200) and low job satisfaction (Mean= 175). This shows a clear increasing trend. Higher job satisfaction leads to higher teacher effectiveness.

Table -4 Well-being vs Teacher Effectiveness

Level of well- being	N	Mean	SD
High	50	228	43
Average	50	205	47
Low	50	180	49

Trend : High> Average> Low

Higher Well-being leads to higher teacher effectiveness.

Table -5 Correlation

Variables	r value	Result
Job Satisfaction & Effectiveness	0.58	Significant
Well-being & Effectiveness	0.62	Significant

A Positive and significant correlation ($r= 0.58$) was found between job satisfaction and teacher effectiveness. This indicates that higher job satisfaction is associated with higher effectiveness.

Table- 6 Final Summary

Hypothesis	Test	Result
H ₁ (School type)	t- test	Accepted
H ₂ Gender	t- test	Rejected
H ₃ Job satisfaction	Mean	Accepted
H ₄ Well-being	Mean	Accepted
H ₅ Correlation	r- test	Accepted

The findings of the study reveal that a significant difference exist between government and private school teachers in terms of teacher effectiveness, whereas no significant difference was found between male and female teachers. Further, teachers with higher job satisfaction and well- being demonstrated higher levels of effectiveness. Correlation analysis also indicated a positive and significant relationship between job satisfaction, well- being and teacher effectiveness. These results highlight the combined influence of institutional and psychological factors on teacher performance.

Discussion of Findings:

The present Study aimed to examine the relationship between job satisfaction well- being, and teacher effectiveness among school teachers. The findings of the study reveal several important insights.

Firstly, a significant difference was found between government and private school teachers. Private school teacher's demonstrated higher effectiveness compared to government school teachers. This may be attributed to better institutional support, accountability, and performance monitoring in private institutions.

Secondly, no significant difference was found between male and female teachers in terms of teacher effectiveness. This indicates that gender does not play a crucial role in influencing teaching performance and both male and female teachers are equally capable.

Further, the study revealed that teachers with higher levels of job satisfaction showed greater effectiveness. This finding supports the idea that satisfied teachers are more motivated committed and engaged in their teaching responsibilities,

Similarly well- being was found to have a positive influence on teacher effectiveness. Teachers with better psychological and emotional well- being tend to manage classrooms more effectively and interact positively with students.

The Correlation analysis further confirmed that both job satisfaction and well –being are positively related to teacher effectiveness. These findings are consistent with psychological theories which emphasize the importance of motivation and mental health in enhancing performance.

Conclusion:

The Study concludes that teacher effectiveness is significantly influenced by both institutional and psychological factors. While type of school plays a role in determining effectiveness, personal factors such as job satisfaction and well- being are equally important.

It can be concluded that improving teachers' working conditions, ensuring job satisfaction, and promoting mental well- being can lead to enhance teaching effectiveness and better educational outcomes.

Educational Implications:

The findings of the study have several important implications for educational practice:

- Schools should focus on improving working conditions for teachers
- Proper support systems should be established to enhance teacher well-being
- Training programs should be conducted to increase job satisfaction
- Equal opportunities should be provided irrespective of gender.
- Policy makers should design strategies to support teachers' mental health

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